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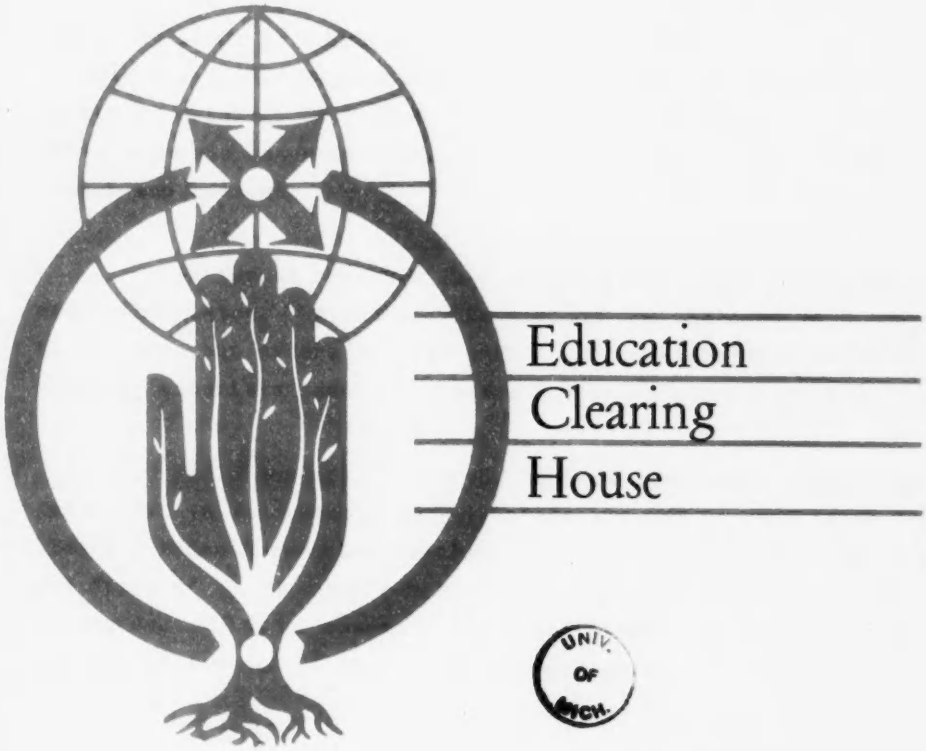

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F O R E W O R D

The purpose of the monthly *Fundamental Education Abstracts*, the first issue of which appeared in March, 1949, is to supply at regular brief intervals a descriptive bibliography of technical materials relevant to fundamental education throughout the world. Three separate language editions are issued each month, in English, French and Spanish.

As far as possible full bibliographic data are given for each item listed. Prices of publications are included as a convenience to readers, but orders must be sent to booksellers and not to Unesco. However, materials issued by Unesco may be obtained directly.

Field workers, research students and others engaged or interested in fundamental education are invited to send in to the Clearing House documents, textbooks and other technical materials in the field of fundamental education for possible inclusion in the *Abstracts*. Critical comments and suggestions will also be most welcome as a means of improving our service.

SECTION A

MATERIALS ON THE THEORY AND PRACTICE OF FUNDAMENTAL EDUCATION

GENERAL WORKS

1. Gille, Alain. *Education for the Conservation and More Efficient Use of Natural Resources.* (Unesco/Ed/66) Paris: Unesco, 1949, 115 pp. Gratis. (Issued separately also in French).

This report, which covers 31 countries and territories, contains the results of a factual enquiry made under Unesco auspices into the present role of education in putting conservation into practice, and the methods used to encourage the protection and more efficient use of natural resources. The data given are based on information and documents received from UN and Unesco Member States, the National Commissions, the Specialized Agencies, semi-or non-governmental organizations and individual experts. Arrangement is geographical with a subject index. The enquiry was prepared for the UNSCCUR Conference held at Lake Success, August 17 - September 6, 1949.

2. Hans, Nicholas. *Comparative Education;* A Study of Educational Factors and Traditions. London: Routledge & Kegan Paul, 1949. 133 pp. 21s.

This analytical study of various national systems of education is written in four parts. Part 1 considers racial, linguistic, geographic and economic factors; Part 2 deals with religious influences; Part 3 with the traditions of humanism, socialism and nationalism; Part 4 compares the educational systems of England, the U.S.A., France and the U.S.S.R. While written primarily as a textbook for university students of education, the study is of value to fundamental education for its insight into the cultural forces which influence educational problems and their solution.

3. International Bureau of Education, Geneva, *XIIth International Conference on Public Education;* Proceedings and recommendations. (Pub. No. 115) Geneva : International Bureau of Education, 1949. 124 pp. $1.20; 6s.; Frs. 300; 3 Swiss francs. (Text available separately also in French).

Forty-seven countries were represented at the XIIth International Conference on Public Education convened jointly by Unesco and the International Bureau of Education in July, 1949. This publication contains the list of delegates, the proceedings of the meetings, the reports made and the recommendations voted by the Conference on the introduction to natural science in primary schools, the teaching of reading, and the teaching of geography as a means of developing international understanding.

4. Lewis, W.A. 'Colonial Development in British Territories'. *Caribbean Commission Monthly Bulletin,* vol. 2, no. 11-13 (June-August, 1949). Caribbean Commission, Kent House, Port-of-Spain, Trinidad. Yearly subscription 10s., $2.00; Frs. 450. (Published separately also in French, Spanish, and Dutch).

A careful analysis of the economics of colonial development, both agricultural and industrial, in the British territories, which was delivered as a lecture before the Manchester Statistical Society earlier this year, and is here reprinted serially in three consecutive issues of the *Bulletin.* The author, who is a British West Indian economist now on the faculty of Manchester University, urges the need to establish a competent central Colonial Economic Service as an expert planning body and the creation of properly staffed Economic and Statistical Departments in the larger colonies or regions.

5. Unesco. *The Education and Training of Teachers.* (Unesco Pub. No. 359). Paris: Unesco, 1949. 61 pp., illus. $0.20; 1s.; Frs. 50.

Three group reports from the 1948 Unesco Seminar at Ashridge, England, form the contents of this booklet, which is the second of a series for teachers being issued under the general title *Towards World Understanding.* Among the subjects considered are: child growth and development, with an explanation of the 'sociogram' method of charting classroom relationships; the training of teachers as contributors to better social and international understanding; recent trends in teacher education; and the personal and professional status of teachers in modern society.

6. Unesco. *In the Classroom with Children under Thirteen Years of Age.* (Unesco Pub. No. 356) Paris: Unesco, 1949. 63 pp. illus. $0.20; 1s.; Frs. 50. (Issued separately also in French).

Ways for cultivating international understanding through the school curriculum are given in this pamphlet written specially for teachers. It is based on group discussions under the chairmanship of Professor Louis Meylan, Professor of Education at the University of Lausanne, Switzerland, at the Unesco 1948 Seminar at Podebrady, Czechoslovakia. In addition to suggestions regarding the teaching of history, geography, modern languages, and other subjects, the book also considers more general means of creating among children an attitude of 'worldmindedness'.

7. Unesco. *The Influence of Home and Community on children under thirteen years of age.* (Unesco Pub. No. 360). Paris: Unesco, 1949. 53 pp., illus. $0.20; 1s.; Frs.50.

This pamphlet for teachers has been prepared from material introduced at the 1948 Unesco Seminar at Podebrady, Czechoslovakia. The booklet includes the text of a speech by the late Dr. Ruth Benedict, Professor of Anthropology at Columbia University, on cultural differences in methods of child rearing; a discussion of sociological obstacles to education by Dr. Alva Myrdal, of the United Nations Department of Social Affairs; a detailed guide for research on child training; and a group report regarding abnormal influences on the psychology of the child. The pamphlet is No.6 in a series being published under the general title *Towards World Understanding.*

8. Unesco. *Organizing International Voluntary Work Camps.* A Handbook. Prepared by Willy Begert. (Unesco Pub. No. 364). Paris: Unesco, 1949. 93 pp. $0.30; 1d. 6d.; Frs.75.

In various parts of the world, young people are giving up their leisure to live in camps for brief periods and voluntarily do physical work to aid local communities. At the same time problems of international understanding are studied. This practical handbook gives valuable suggestions on details of the organization of work camps, including the selection of work projects, finance, preparing the camp, the daily routine, etc. Appendices give a useful list of organizations active in the work-camp movement and a bibliography. Throughout, the educational possibilities of international work camps are stressed.

9. Unesco. *Summary Report of the International Conference on Adult Education,* Elsinore, Denmark, 19-25 June, 1949. (Unesco Pub. No. 406) Paris: Unesco, 1949. 40 pp. $0.15; 9d.; Frs. 35.

This report presents a summary of the problems examined and conclusions reached at the Adult Education Conference called by Unesco which brought together 106 delegates representing 27 countries and 21 international organizations. Chapter 1 reviews the aims, scope and basic principles of adult education; chapter 2 reflects the reports of the 4 working Commissions of the Conference on content, agencies and problems of organization, methods and techniques, and means of establishing permanent international collaboration; chapter 3 sets out briefly Unesco's programme in adult education. This report will be later supplemented by another publication based on the papers prepared by the Unesco Secretariat, the public addresses given at Elsinore, and the reports brought in by delegates.

10. *The Yearbook of Education, 1949.* London: Published in association with the University of London Institute of Education by Evans Brothers, Ltd., 1949. 660 pp. 63 s.

This issue of the *Yearbook* completes the world survey of education in the post-war period begun with the 1948 volume, in which attention was focused on Europe and the English-speaking countries. The present volume is concerned chiefly with the educational systems and problems of the non-European countries and with the education of racial minorities in the United States and the British Dominions. Regions covered include the Caribbean and South America, Africa, the Asiatic Republics of the Soviet Union, the Near East, Asia and the Far East. The volume consists of signed contributions written by competent educationists. Three 'Special Studies' are also included: 'Nationalism and Education', by I.L. Kandel; 'Education and Economic Life', by S. Hessen; and 'Psychological Tests and Their Application to Non-European Peoples', by S. Biesheuvel. Carefully selected bibliographies follow each topic covered, and the volume is supplied with a detailed index. This is an expensive reference book, but it is of particular interest and value to fundamental educationists both because of its wide geographical coverage and the stature of its contributors.

ASIA

11. Thibert, Marguerite. *Training Problems in the Far East.* Geneva: International Labour Office, 1948. 160 pp. $1.00; 5s; 4 Swiss francs.

This report presents the results of a field study of the available facilities for vocational and technical training in the Asian countries made on behalf of the I.L.O. and the United Nations Economic Commission for Asia and the Far East. The study includes pre-employment training of juveniles, technical education in schools, and the training of adult workers. The purpose of the study was to provide factual data as a basis for practical international action in the promotion of vocational and technical training in the Far East.

INDIA

12. *The Adventure of Education.* Vol. I, No.1, January, 1949. Bi-monthly. Educational Adviser's Office, Fort, Bombay 1. Yearly subscription Rs. 8; single issues Re. 1-8-0.

This new bi-monthly professional journal published under the auspices of the Office of the Educational Adviser to the Government of Bombay includes accounts of educational problems and experiments in India and elsewhere. In addition to full-length articles, news notes on educational developments in India and book reviews are given.

13. Das Gupta, B.C. and Mehta, C.M. *A Scheme for Maternity Service in Rural Areas and Training of Midwives.* Bejajwadi, Wardha: Kasturba Gandhi National Memorial Trust, 1948. 16 pp. Gratis.

The Problem of providing adequate maternity service in rural communities in India is briefly stated and a practical plan for training midwives in a number of rural maternity and infant welfare service centres is outlined. Figures are given to show the estimated cost and the personnel required.

14. Hindustani Talimi Sangh. *Basic National Education: Revised Syllabus for the Training of Teachers for Grades I to V.* Sevagram, Wardha, C.P.: Hindustani Talimi Sangh, (1948). 88 pp. 1 rupee, 8 annas.

This syllabus constitutes an extensive revision, based on study and experimental use, of the first syllabus of Basic Education published in March, 1938. Its aim is to provide teacher training centres with a detailed, practical curricular guide for work in the Basic Education Schools. Throughout emphasis is placed on the integration of the total village community into the educational programme.

15. International Labour Office, Geneva. 'Cooperation and Cottage Industries in Bombay'. *Cooperative Information,* 26th Year, No. 6/7, 1949, pp. 7-9 (mimeographed). Gratis. (Issued separately also in French and Spanish).

A brief factual account of the development, from 1946 to date, of cottage and small-scale industries in Bombay Province through the extended organization of industrial cooperatives. These numbered 481 in October, 1948, of which over 270 had been organized since April 1946 - the date when all work regarding small industries was brought under the Government's Cooperative Department.

16. Kabir, Humanyan. *A Review of Education in India during 1948-49.* New Delhi: Ministry of Education, Government of India, 1949. 23 pp. Gratis.

This report made to the Twelfth International Conference on Public Education in Geneva in July, 1949, provides a summary of important educational developments in India during 1948/49, including statistics of educational expenditures, accounts of the work done in Basic (elementary) and Social Education (for adults), teacher training and technical education. The year's activities include also the extension of audio-visual education at all levels and the publication of numerous pamphlets and a new journal *The Education Quarterly* by the Central Bureau of Education.

17. Saiyidain, K.G. *Introducing the Basic Curriculum.* Bombay: Educational Adviser's Office, 1949. 30 pp. 6 annas.

The first of a series of pamphlets prepared to help teachers in the Bombay Province to deal with the new curriculum. It explains that this is an 'activity' curriculum designed to organize and develop experience and desirable attitudes. The syllabus is formed around three centres of interest: the physical environment; the social environment; and crafts. Other subjects are correlated with these major studies. The teaching of Hindustani as a 'lingua franca' for India is also advocated.

LATIN AMERICA

18. Jardim, Germano. *Methodology in Statistics of Education and Culture in the American Nations.* Inter-American Statistical Institute, c/o National Office of Vital Statistics, Washington 25, D.C. (1949). 86 pp. Gratis.

In 1946 the Inter-American Statistical Institute began a programme of statistical development in the field of education and culture in the Western Hemisphere. This study reports the results of a questionnaire survey made to obtain information on the extent and nature of the present statistical coverage of educational and cultural activities and methods of reporting data in the 22 American countries. Chapters are included on the organization and administration of education in each country, statistical methods and practices now in use, and school censuses and literacy. A selected bibliography of education in the American countries is appended, pp. 79-86. This study will be a working document for use at the Second Inter-American Statistical Congress to be held in Bogota in November, 1949.

19. Torres, Francis Mari. *Panorama de la educación en los paises de la America latina.* (Conclusiones de una Tesis de Grado) Habana: Imprenta de la Universidad de La Habana, 1949. 20 pp.

This publication presents the brief conclusions of a comprehensive study on elementary, secondary and university education in Latin America. It also deals with rural and adult education, illiteracy and the problem of the indigenous population. The author warns against official sources of information which she describes as being often inaccurate and likely to give a too optimistic picture of the situation. But she notes that in some countries, among which she names Argentina, Chile, Costa-Rica and Mexico, great efforts are being made toward the improvement of educational standards. The study was done as a graduate thesis at the University of Havana.

BOLIVIA

20. Bolivia. Ministerio de Educación, Bellas Artes y Asuntos Indigenas. Departmento de Educación Rural. *Bolivia Rural.* La Paz. Quarterly. Gratis.

An attractively produced bulletin for rural school teachers begun in 1947. Each number gives news of experiments in some of the Nuclear Schools; more general articles on the purpose and methods of rural education; and practical hints on such subjects as sanitary installations (showers and latrines). The Bolivian rural schools are being closely linked to community needs - health, agriculture, adult education - as a means of giving purpose to formal schooling and the bulletin keeps this broad aim before the teachers.

21. Tireman, Lloyd S. *Apuntes en torno a la educación boliviana* . La Paz, Bolivia: Ministerio de Educación, Bellas Artes y Asuntos Indigenos: 1948. 94 pp.

This report summarizes the recommendations of a special committee appointed by the Bolivian government to study the improvement of teacher training colleges in Bolivia. The first part of the book is devoted to general considerations on the aims of education, and how these aims are to be realized in teacher training colleges and subsequently in primary and secondary education. The second part deals with problems particular to Bolivian education and suggests that the Government's attention be concentrated on rural and health education, together with the raising of living conditions of the Indian population. Two final chapters are devoted to the use of text-books and school-material. The author, who is professor of education at the University of New Mexico, (U.S.A.) was chairman of the Committee which included also 4 Bolivian members.

PERU

22. Vasquez, Emilio 'Trayectoria de la educación rural en el Peru'. *Nueva Educación.* Vol. IV, No. 19, pp. 13-20 (Enero-Febrero 1949) Casilla del Correo 2213, Lima, Peru. Bi-monthly. Yearly subscription 15 soles; single issues 2.50 soles.

The article deals with the development of rural education in high plateau areas of Peru and Bolivia. It gives a summary of the activities of the educational field-missions ('Brigadas de Culturización') in Peru and describes the results achieved in the rural experimental schools. In addition, it gives a short critical account of the work of the 'Nuclear Schools', established around Lake Titicaca since the agreement between Peru and Bolivia, signed in 1945.

UNITED STATES

23. Johnson, Collus O. *Burning Bush Community and School:* a partnership in education. (M.S. Thesis) Knoxville, Tenn: University of Tennessee, 1948. 52 pp. (Mimeographed).

This study reports the planning and results of a successful rural community-school educational experiment in the Tennessee Valley developed by teachers, parents, children and leaders with the assistance of local, state and county agencies, the U.S. Agricultural Extension Service and the Tennessee Valley Authority. Chapter IV summarizies the implications of this project for education in other small rural communities.

24. Syracuse University. School of Journalism. *Graduate Program for Foreign Religious Journalism.* Syracuse University, Syracuse 10, New York. 18 pp. Gratis.

An outline of two courses of study 'planned for training men and women in the techniques of writing and publishing reading material needed abroad'. Both courses are at graduate level: one for foreign students with some knowledge of English, the other for English-speaking students. The curricula are interesting in their bringing together of audio-visual education, graphic arts, magazine and newspaper practice, and radio.

SECTION B

MATERIALS USEFUL IN FUNDAMENTAL EDUCATION

FILMS AND FILMSTRIPS

25. Dent, E.C. *The Audio-Visual Handbook.* 6th ed. Society for Visual Education, 100 E. Ohio St., Chicago 11, Illinois, 1949. 220 pp. illus. $2.25.

The latest revision of this standard manual provides practical information on the various types of audio-visual aids and their uses in instruction, discusses in detail the organizing of audio-visual services, and gives an extensive list of sources of information, materials and equipment (pp. 195-218).

26. Film Council of America. *How-to-do-it Series.* 6 Ontario St., Chicago 10, Illinois, 1948-49. 8 pamphlets. $1.00 for complete set; single pamphlets $0.15 each.

These brief pamphlets outline practical procedures to be followed in selecting and using films for educational purposes in the community. Titles are: (1) How to Form a Film Council, (2) How to Obtain and Screen Films for Community Use, (3) How to Conduct a Survey of Community Film Needs and Resources, (4) How to Organize a Community Film Information Center, (5) How to Organize and Conduct Community Film Workshops, (6) How to Conduct a Community Film Forum, (7) How to Evaluate Films for Community Use, (8) How to Organize a Film Festival.

27. *Mereka Jang Buta* (Those who cannot read and write). 2 reels. 16 mm. sound. (Javanese). Produced by Multifilm Gouvernements Filmbedrijf. Offices at Kenaupark 8, Haarlem, Netherlands; and Bidaratjina 125, Batavia, Java, Indonesia.

The purpose of this film is to encourage illiterate Javanese to read and write. It is made in two parts: the first explains some of the difficulties encountered by illiterates, the second describes the advantages of literacy in everyday life. It is skilfully made and well acted. Although directed towards a Javanese audience the film contains the germs of many useful ideas which could be adapted by film-makers and educators to meet the needs of other national groups. English explanatory scripts accompany the film.

28. Unesco. *An International Index of Films on the Conservation and Utilization of Resources.* Paris: Unesco, 1949. 175 pp. illus. gratis.

This comprehensive international bibliography lists and describes 16 mm. films useful in teaching conservation practices and the efficient utilization of natural resources of all kinds throughout the world. Arrangement is by subject under types of resources (e.g. Water, Forests, Land, etc.) with an alphabetical title index. Information given for each film includes title, running time, source, date, brief description of contents and languages in which available. A 'Guide to Distribution Sources' with addresses is given, pp. 23-30. The bibliography was prepared for the United Nations Scientific Conference on the Conservation and Utilization of Resources which met in Lake Success, New York, August 17 - September 6, 1949.

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